R E P O R T R E S U M E S

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SO YOU WANT TO START A CENTRALIZED ELEMENTARY LIBRARY.

BY- DOBER, VIRGINIA
WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLSTON

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THIS DOCUMENT PRESENTS THE NECESSARY INFORMATION FOR STARTING A CENTRALIZED ELEMENTARY LIBRARY. THE FOLLOWING ARE DISCUSSED IN DETAIL--SOURCES OF PROFESSIONAL AND NONPROFESSIONAL HELP, ORGANIZATIONS AND COMPANIES TO CONTACT FOR CATALOGS AND SUPPLIES, HOW TO SURVEY THE PHYSICAL RESOURCES AND UTILIZE THEM, TYPES OF MATERIAL FOUND IN AN ELEMENTARY LIBRARY, SUPPLIES NEEDED, ORGANIZATION OF EXISTING BOOKS, GETTING BOOKS REBOUND, AND CLASSIFYING AND CATALOGING BOOKS. THE APPENDIX LISTS SHELVING SPECIFICATIONS FOR BOOKS, PERIODICALS, RECORDS, AND REFERENCE BOOKS. (JH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SO YOU WANT TO START A CENTRALIZED ELEMENTARY LIBRARY!

REX M. SMITH
State Superintendent of Free Schools

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A WORD TO THE READER

We, the keepers of the children's minds are faced with a problem. Shall we maintain our schools at the level to which we have aspired and have now reached or will we forge ahead? To West Virginians, a real honest-to-goodness centralized elementary school library, complete with a certified school librarian, means forging ahead. Of course, we can hold the old line and give the children as good an education as we had, or maybe even better! But what happens to them when they leave our state to compete with students from other places - places which had elementary libraries for twenty-five years? You know the answer if you truly believe that books and instructional materials are the life-blood of the educational system.

Then it is for you, the determined person who wants to provide children with more than you received and for you who will probably be attempting more than you anticipated, that the following instructions were written. Best wishes as you start down a perilous but oh, so rewarding path.

Sincerely,

Virginia Dober

Virginia Dober
Library Services
Program Specialist

VD:rar

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WHERE DO WE GET HELP?

There are two types of assistance which you will need to help organize your library: professional and non-professional.

Professional help and advice can be obtained from the following persons:

your county school library supervisor

and

the School Library Services Program Specialist
West Virginia Department of Education
Charleston, West Virginia

It is a prime responsibility of these persons to assist you, and you should not hesitate to call or write them. Other professionals you might wish to contact who would *volunteer* their advice and help are:

interested school librarians

interested public librarians

interested college librarians

It will indeed be a rare instance when your request will not be graciously accepted by these persons. Remember, any librarian will be reluctant to offer advice until after they have been asked for it.

Non-professional help can be recruited from a variety of sources. Some suggested persons are:

high school students (including the Library Club members)

federal community and personal improvement programs

teachers

interested parents

PTA members

college students

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civic groups

retired teachers

When contacting these persons, be sure to make their assignments definite as to duration and type of work.

The pre-requisites for the persons who will centralize the books and instructional materials are intelligence, enthusiasm and common sense. A love of meticulously hard work and the ability to type will also come in handy. Persons who will begrudgingly do the work, regardless of their qualifications, are not desirable.

WHAT DO WE DO FIRST?

The first thing you should do is to order some materials that will help you to organize the library. If you are not willing to spend the necessary money now, forget the entire project for well-meaning, undirected intentions will not produce a centralized library.

Order the free catalogs of library supply houses. You might start with these companies:

Bro-Dart Industries
P.O. Box 1120
56 Earl Street
Newark, New Jersey

Demco Library Supplies
Box 4231
Hamden 14, Connecticut

Gaylord Brothers
155 Gifford Street
Syracuse, New York

Write to these places and ask for a free catalog of their publications:

American Library Association
50 E. Huron Street
Chicago 11, Illinois

R. R. Bowker Company
62 W. 45th Street
New York 36, New York

H. W. Wilson Company
950 University Avenue
New York 52, New York

Either in the same letter or in a different letter to the H. W. Wilson Company ask for a free copy of the "Checklist." This booklet lists the printed cards you may buy from the H. W. Wilson Company (which is the main commercial publisher in the library world.) The "Checklist" is indispensable once you begin to organize your collection.

It will also be necessary to buy the following books:

The Teacher-Librarian's Handbook by Mary Peacock Douglas. 2nd ed. 1949. Price - $2.75. Published by the American Library Association (address above). *Although this is an old book, it will prove to be your "bible" in the library.*

How to Organize a Children's Library by Dorothy H. Currie. 1965. Price - $5.00. Published by Oceana Publications, Incorporated, Dobbs Ferry, New York. *This is a book written for volunteers who wish to organize the library.*

These two books will be extremely important in the organization of the library and must be purchased.

The next two books must either be purchased or you should have constant access to them.*

The Children's Catalog (latest edition). Price - $12.00. Published by the H. W. Wilson Company (address above). *Though costly, this is the standard book selection guide for elementary libraries. For the initial cost there is one large hardback book which lists over 3,000 titles and also a paperback supplement is sent free for the following four years. In reality, you will receive five books for the price of one. The graded lists in the back are very useful to teachers. Books are listed by the Dewey Decimal System and also by author, title and subject.*

The Basic Book Collection for Elementary Schools (latest edition). Price - $2.00. Published by the American Library Association (address above). *This is not a yearly publication but is very valuable in selecting books for your collection.*

Allow several weeks for the material to come. Read Douglas and Currie. If you think the job is impossible, stop now. If you think a centralized library is an attainable goal in your school, the next thing you will need to do is to survey your resources.

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*Many book selection aids may be purchased with Title III funds of the National Defense Education Act if they pertain to the critical subject areas.

SURVEYING YOUR RESOURCES

ATTITUDES AFFECTING DECISIONS

The ideal attitudes needed to foster a centralized library are that the county administration, the school principal and teachers, and the parents are in full agreement about the need for and the desirability of a library and that all persons believe the job can be done within the foreseeable future. These attitudes will be the greatest asset of the library.

A centralized school library must have the support of the principal and the majority of the teachers. If this support is lacking, the project is doomed for failure and it is best to delay it until a more favorable time in the future.

All schools will not have ideal attitudes. Some will want a library but the time needed to do the job and/or the money required will make the initial project seem overwhelming. Still other schools will have time and money to accomplish the centralization but there will be a formidable resistance on the part of a few teachers. In either of these cases a good alternate decision is to set a given date (Ex.: "beginning with the next order," "starting next fall," etc.) and to have all *new* materials coming into the school go into the central library. Then as time, money and support are available the backlog of suitable old materials owned by the school may be added to the central collection or they may be discarded when they become obsolete or worn out.

QUARTERS AND EQUIPMENT

Much has been written about ideal library quarters for elementary schools. However, if you are in an old, over-crowded building, you may be forced to be content with less than the ideal. Encourage yourself with the thought that "The longest journey begins with the first step." Once your materials have been centralized in some fashion never cease working, planning and dreaming of the day when your ideal library quarters are a reality.

In the meantime, begin searching for space in your building which may be utilized. Some places you might consider are:

dead-ends of halls
closets
cloakrooms
utility rooms
cafeterias
stages
unused rooms
portable buildings
house trailers
moveable shelving
ex-boiler rooms
ex-coal bins

Often a combination of some of the above prove most satisfactory. The one necessary requirement for finding space is *imagination*. Colorful paint, do-it-yourself carpentry, adequate lighting, and cast-off furniture can then work wonders. Retired men and women, as well as the unemployed, may be more than willing to have the opportunity to do something useful for the boys and girls. School basements and attics as well as county education storerooms and the state government surplus center may be searched for equipment which can be transformed with a few extra nails and a coat of paint.

The following is a list of some of the physical features an ideal library will have:

Reading Room which will seat 10% of the student body or the largest class, have shelving* 5' - 6' high (see Appendix), tables 26", 28" and 30" high with corresponding chairs, charging desk* for circulating the books, dictionary and atlas stand, bulletin boards, display space, newspaper rack, magazine shelving, "easy book shelving," legal size filing cabinet for pamphlets and pictures, a book truck, non-tiltable step-stool, and the card catalog.*

Workroom with running water, cabinets (similar to those in a kitchen), work table and chairs, storage* for audiovisual materials.

Librarian's Office (sometimes combined with the workroom) with a desk, chairs, filing cabinets, typewriter* and typing table.

Conference Room with table and chairs for group work

Individual Audio-Visual Listening-Viewing Areas

This gives some idea of what the framework of an ideal library will contain. Your facilities and resources may be a long way from the ideal. However, the above starred items are indispensable but even the charging desk (serving also as the librarian's desk and the work space) could be dispensed with if only moveable shelving is used and the typewriter could be borrowed from the principal's office.

In some buildings, even *with* imagination, it will be impossible to centralize the materials. The best alternative in such circumstances is to catalog all materials, pencil in the location on each catalog card (ex.: Room 6), and house the card catalog in a central location where all students and teachers may have access to it.

BOOKS AND MATERIALS

In surveying your resources, probably the aspect which will cause the most concern to everyone will be deciding what to keep and what to throw away. Sometimes the decision will be very obvious (see the section on Weeding.) The school may want to have each teacher decide which books and materials she *uses* (these should be kept) and then have a committee (no "string-savers," please, and at least one member should be experienced in book selection - a public children's librarian, school librarian, etc.) decide what other materials will be kept.

The Children's Catalog, the Basic Book Collection for Elementary Schools, and other book and audio-visual selection aids should be consulted. If a particular book is not listed, but if the author or illustrator is listed, then it would be a safe assumption that it is a good book. Only first-rate books (consequently their authors and illustrators) appear in these bibliographies. However, no textbook-type materials will be listed in them.

If no one on the committee feels confident in weeding textbook-type materials, perhaps the county elementary supervisor or a respected elementary teacher or principal can assist.

Most centralized elementary libraries will have the following types of materials in them or will at least have cards for them in the card catalog:

Library books

Reference books (atlases, dictionaries, encyclopedias, etc.)

Pamphlets

Pictures

Maps (flat, folded & wall)

Audios (records, tapes, etc.) and the necessary machines

Visuals (films, filmstrips, globes, transparencies, etc.) and the necessary machines

Periodicals

Supplementary texts (readers, etc.)*

Teachers' professional materials

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*Textbook-type materials should be housed separately in the library and not mixed with the library collection for they will be checked out as "sets" by the teachers.

WHAT DO WE DO NEXT?

GET IN LIBRARY SUPPLIES

It will be well to pour over the various library supply house catalogs to see what you would like and what you can afford. This should be done after you have decided which books and materials you will place in the library and have some idea of what you intend to buy in the coming year. You will want to start with the following:

Card catalog (with rods) - it may be either wood, metal or cardboard. Estimate the number of drawers you will need by this formula: number of books times 5 cards for each book, divided by 1200 (number of cards per drawer.)

Furniture and equipment - see section on QUARTERS AND EQUIPMENT

Rubber stamps - one for date due, another with name and address of school

Rubber stamp pad

Date due slips - at least one for every library book plus a small surplus

Book cards - prefer cards with lines for author and title, columns for date due, borrower's name and his room number; one card for each library book plus a small surplus

Book pockets - 3½ X 4½ inch size, reinforced if within budget; one for each library book plus a small surplus

Charging tray - wood is best but a stout cardboard box 3½ inches wide will suffice

Printed charging tray guides - numerical set 1 - 31. This allows all cards for each day to be filed together, thus making over-

due books much easier to find. Some schools may later want to buy an alphabetical set.

Catalog cards - medium weight should be purchased if within budget. Allow 5 cards* per library book. If there is absolutely no one to type them, buy cards with the red guide lines and write them by hand, if there is a typist, buy plain cards. NOTE: Purchase the H. W. Wilson cards for every book for which cards are available. They cost 12¢ per set. Buy cards with subject headings as they require even less work to get them ready for your particular card catalog. It will be best to consult the Wilson "Checklist" (see section "WHAT DO WE DO FIRST?"), make your order for the Wilson printed cards, then determine the number of books you cannot buy printed cards for, and order the plain catalog cards for them.

Periodical Record Cards - one small set of the weekly and monthly cards will last a year. These records could be kept in a little notebook but cards are handier.

Book ends - may be purchased or made from old car license plates by bending them in half in a vice.

Manila folders (legal size) - for vertical file if your school will have one.

Mending supplies (consult the mending booklets you ordered from Gaylord and Demco.) Whether you mend or not, you will need the

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*"5 cards" is an average figure. Some books will need more, others less.

electro-pencil and several rolls of white transfer paper for marking the numbers on the spines of the books. You will also need a clear plastic spray to protect the numbers and some white liquid adhesive to paste in the book pockets, etc.

Odd supplies needed in the library - a household liquid detergent, sponges and/or cloths, a good eraser, ink eradicator (household bleach will do), paste, scissors, masking tape, and colored felt tip markers.

ORGANIZE EXISTING BOOKS

Weeding

If your school is average, there will be an abundance of old, worn-out and obsolete material which should be thrown out before centralization is started. Use common sense and forget about the "number of books per student." It is far better to have a few books of good content and condition than a hoard of junk. Throw out the following books:

books badly worn and dirty

"dog-earred" books (corners turned down)

yellowed, crumbly or many scotch-taped pages in books

books with sections falling out

books of mediocre or poor content

old textbooks and encyclopedias

out-dated and obsolete books

unused "sets" of classics, etc.

An exception to the above would be books of local interest and history.

Give your collection a *good* house-cleaning before you begin processing it. An adage which may prove helpful is "When in doubt, throw out!"

Re-binding

There will be books in the school which are too valuable to throw out but their physical condition prohibits circulation. These books should be re-bound (have new covers put on them) by a professional binder. Textbooks owned by the school may also be re-bound. The following rules will help in selecting which books to re-bind:

inside margins should be wide enough to allow ¼ to ½ inch to be taken off each side

no pages missing

paper of a good quality

out-of-print books which you still want to keep

covers may be off *but* the spine should not have been mended

You will have to pay at least $1 per book for re-binding, depending upon the size of the book. It is well worth the small additional charge to have picture covers put on them, also there are bright attractive colors of binding now available at no added cost. There are many binderies and their prices and quality of workmanship are similar. Here are some of the companies serving West Virginia:

General Book Bindery Company
1776 E 133 Street
Cleveland, Ohio

Heckman Bindery
North Manchester
Indiana

Hertzberg - New Method Book Bindery
West Morton Road
Jacksonville, Illinois

Weise-Winckler Bindery, Inc.
Cincinnatti
Ohio

Joseph Ruzika
Greensboro and Baltimore
North Carolina Maryland

Shenandoah Bindery
New Market
Virginia

Crawford Library Bindery
Akron
Ohio

Imperial Book Company
501 King Street
Philadelphia, Pennsylvania

Mending

Desirable books which need minor repairs and those which are too worn to spend the money to rebind them should be mended. *Only* persons (either adults or students) with manual dexterity should do the mending.

Instructions for mending may be found in most library science books. However, you may also wish to order the free booklets, "A Practical Manual on Mending Books" from the Demco Library Supply Company and "Bookcraft" from Gaylord Brothers Library Supplies. Common sense will allow you to proceed. Mending supplies may be purchased from any of the library supply houses. The prices and quality of materials are similar.

CLASSIFYING AND CATALOGING

In the United States approximately 90% of all libraries use the Dewey Decimal Classification System. Only the very large university libraries use the complex Library of Congress System. Therefore, because your child will use the Dewey system in high school, in the public library and probably in college, you, too, will want to use it in your elementary school library. This system of classifying books was originated by

Melvil Dewey about one hundred years ago. He grouped all fields of knowledge into ten main classes (000-999). Then in turn each main class was sub-divided into ten classes (ex.: 500, 510, 520, 530, etc.) Each of these numbers was further sub-divided (ex.: 510, 511, 512, 513, etc.) and even they may be sub-divided by decimals (ex.: 512.1, 512.2, 512.3, etc.)

All of the preceeding may seem very confusing but if you will study chapter 4 of Douglas, The Teacher-Librarian's Handbook (see "WHAT DO WE DO FIRST?") things will clarify. Because giving a book its classification number (Dewey number) and cataloging it (making the cards for it) are the most difficult aspects of library work, it is imperative for the lay librarian that the printed Wilson catalog cards be purchased when available. They eliminate the search for the Dewey numbers and the tedious work of typing the cards.

When Wilson cards cannot be purchased for a book and you cannot find the Dewey number in a bibliography often through deduction and by comparing the book's content with a similar one for which the Dewey number is known, you can assign a number. Many persons however not wishing to do the above gather all the information they can about the book (author, title, publisher, copyright date, etc.) and look up the cards for it in the card catalog of the public library and copy the information down or they ask the children's librarian for assistance.

The classification (Dewey) number is to appear in the upper left-hand corner of each card. Directly under it on the next line down will be the initial of the author's last name. (Together the Dewey number and the author's initial are called the "call number.") The initial helps

in shelving the book when there is more than one book with the same Dewey number. In other words, books are arranged alphabetically under a given Dewey number.

To catalog a book one makes or buys the necessary catalog cards for it. Wilson printed cards "with subject headings" make cataloging the easiest. All that the librarian need do is to *type* (not print) the author initial on the card, put any pertinent information on the shelf list card for school records (price, place purchased, date, etc.) and file the cards in the card catalog drawers by the first word on the top line of each card (each top line will be different.) This will become clearer after you study the Douglas book and the Wilson "Checklist" instructions. The shelf list card is to be placed in a separate file.

When you cannot buy a set of cards for a book you will have to make your own. There are two ways of doing this. The best way is to type the cards. The other way is to use plain red-lined catalog cards and write them by hand in indelible ink. A neatly handwritten card is to be preferred over carelessly typed ones. Smudges, errors, incorrect spacings, etc., are not acceptable. If possible, one person should always write the cards. Both of these ways demand meticulous patience.

Directions for gathering the information to put on the cards are found in Douglas and in the "West Virginia Guidelines for Title II of the Elementary and Secondary Education Act - Instructions." Your principal will have a copy of the latter. If your school has already been inventoried for ESEA, you may use those cards to type from providing they were made according to directions.

Directions for typing the cards are found in Douglas. Try to conform with the spacings on the printed cards so that your card catalog will have a uniform appearance. Use common sense.

Most schools will probably make only three handmade cards - author, title and shelf list card. An inexperienced person may not wish to make subject cards although Douglas has a good section on it. If you do decide to make them, only use the subject headings which appear in Douglas and on the Wilson cards. You are wooing confusion when you make up your own headings.

You will find in reading Douglas and Currie that cards are arranged in the card catalog in alphabetical order by the first word on the top line of each card. File these cards "word by word." That is the way dictionaries and encyclopedias are arranged and the child can use the same rules for all three. Most books will have one author card, one title card, and one or more subject cards plus the "shelf list card" (which is filed in the shelf list.)

The shelf list is a file to be used only by the librarian and teachers and is usually kept in a cabinet other than the card catalog. However, in very small schools it may be in the last drawer(s) of the card catalog. There will be one card for each book or sets of books and other instructional materials in the library collection. The cards are arranged by the Dewey number and fiction is filed alphabetically by author. The main purpose of the shelf list is for inventorying. The secondary purpose is for book selection. For example, a teacher can see at a glance how many 500's (science books) there are, what they are, and decide what is needed for the next order. It might prove advantageous to place in the top right-

hand corner what (if any) federal money was used to buy the book. Example: NDEA, ESEA.

When funds are available, it is highly desirable to buy the new books completely processed (all that need be done by the librarian is to file the catalog cards) or to buy the "book processing kits" (which entails pasting the call number label on the spine, pasting in the book pocket and date due slip, and filing the catalog cards.) Both of these processes may be financed with Title II, Elementary and Secondary Education Act funds.

NOTE: An idiosyncrasy of the library world and the book trade is that only the first word and any proper nouns in the title are capitalized. This, admittedly, is contrary to the accepted rules of capitalization the children are taught. However, for the sake of conformity in your library and with the other libraries the students will use, it is recommended that you, too, when you make your own cards, follow the capitalization rules used on the Wilson cards.

Marking Books

The two types of markings placed in books are the call number (Dewey number and author's initial) and the school ownership stamp.

The school ownership stamp should always go on the bottom of the title page. The following additional places are optional. You may want to use the practice of stamping the "secret page." The secret page is a selected page, generally one of the first twenty pages, and all printed materials in the library are always stamped at the bottom of it with the school stamp. This is done to insure ownership should the title page and other marks be removed. Some schools also stamp the inside of the front cover; others the inside of the back cover.

The call number should be burned on the bottom of the book's spine with the electro pencil and the transfer paper. Select an adult or student who can letter neatly to do this. It should then be sprayed with clear plastic. (There are good instructions for this in Douglas.)

The call number is also placed on the book card and pocket. (See page 37 in Douglas. If you do not accession your books, disregard the number 759 in the illustration which is the accession number.) Some schools prefer to place the book pocket, slip and card in the back of the book as shown in Douglas, while others prefer to place them in the front with the date due slip on the right-hand side.

As you have read and studied this publication, you will see that there are many instances in which policies and practices are neither "right" nor "wrong." After you have weighed the problem and made your decision, then *be consistent*. Any careless work that you do will eventually be redone by your successor who will have no more time for the job than you have now.

The Card Catalog

The card catalog is the key to opening the resources of the library and is the most difficult part of the library to properly make and maintain. In reality the card catalog is the cabinet and the catalog cards housed in it.

Both Douglas and Currie give directions for establishing and maintaining one. They go into more detail than you will probably need to know. Pick out what is relevant to your situation and do not be concerned with the other.

Study the rules for filing the cards. You will probably only have subject, title and author cards in your card catalog, therefore, study only those rules. A lay librarian should not make or use "See" and "See Also" cards or general subject cards as they are too complicated.

As mentioned in the Equipment section, it is necessary to get card catalog cabinets *with* the rods at the bottom of each drawer. Otherwise cards can be moved at random or spilled thus requiring countless hours of work be done to correct the filing.

AUDIOVISUAL MATERIALS

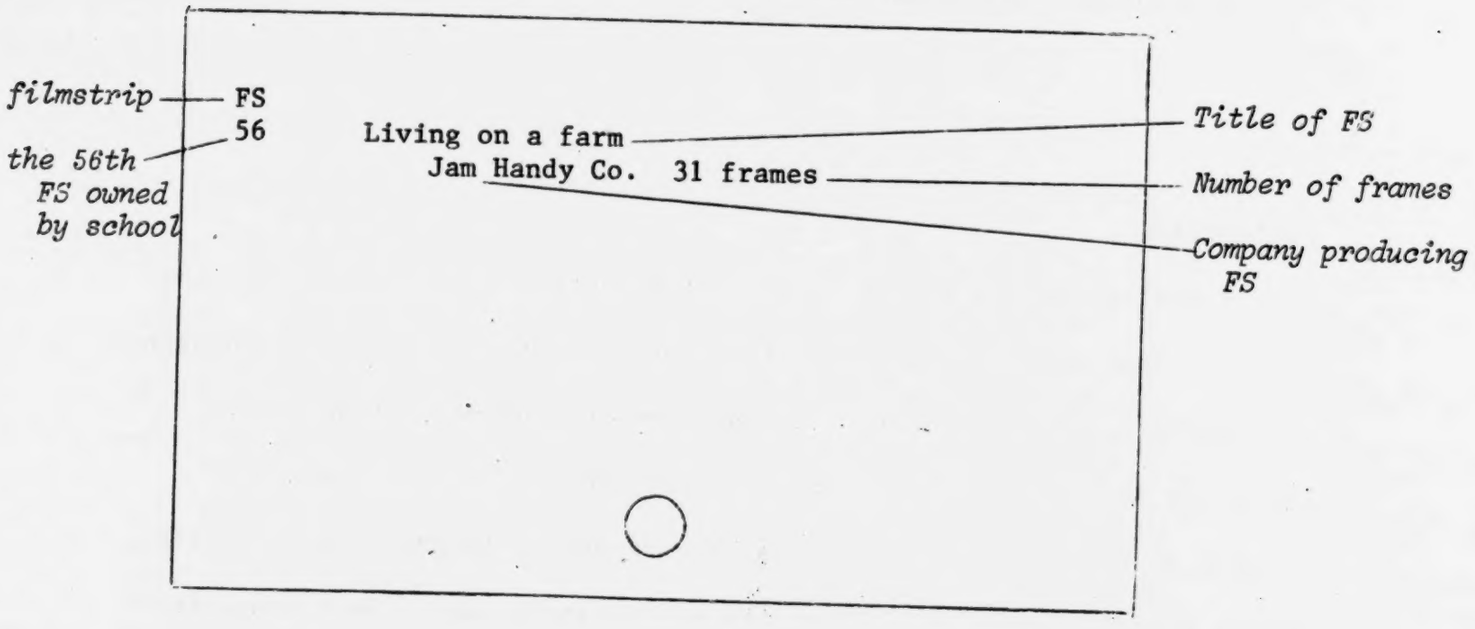
Audiovisual materials need to be indexed as well as do printed materials. The same treatment as is given books is the most desirable method but is not necessary at this point in your progress. There are several acceptable ways of indexing them; you will want to choose a simple system.

One easy way of indexing audiovisual materials is not to use the Dewey system. Instead, assign a classification letter. Example:

M - for movies
R - for records
FS - for filmstrips
T - for tapes
OT - for overhead transparencies
etc.

Then, disregarding the subject matter, assign a chronological number to each object in the classification. (Example: If the school has 12 filmstrips, the first one picked up should be FS 1, the second FS 2, etc.,

FS
and the last one 12. Then as additional filmstrips are purchased they
FS
would begin numbering with 13 and continue from there.) A brief description may then be placed on a card catalog card. Example:



For audiovisual materials there must be at least a shelf list card for the audiovisual section of the shelf list file. You may also like to have a subject card for the item. If so, choose your heading from the list in Douglas or from the H.W. Wilson cards. Some schools mark audiovisual subject cards across the top with a colored felt-tip pen for each identification. If these audiovisual materials are not housed in the library, their location should be lightly penciled on the card. The audiovisual materials should be stored in chronological order according to their coding wherever they are housed. This facilitates their easy access.

Housing for audiovisual materials will depend upon the space available and the budget. Special shelving, files and storage cabinets may be purchased from library and/or audiovisual supply houses. Whether purchased or not, their catalogs should be studied for storage ideas adaptable to your situation.

PERIODICALS

A central record should be kept of all periodicals coming into the school. This would include magazines for students, professional magazines for teachers, and newspapers. Inexpensive sets of periodical record cards may be purchased from library supply houses. These cards are helpful in keeping such records as date received, length of subscription, source where ordered, etc. They are particularly useful when companies fail to send magazines or will not send them on schedule.

One means of prolonging the life of a magazine is to place masking tape over the outside spine of the magazine and to also place it between the inside of the front cover and the first page and the inside of the back cover and the last page.

Newspapers should be stapled along the left margin of each section if they are placed on "rods" or "fingers."

In libraries which do not have adequate seating periodicals may be routed to different classrooms to insure maximum usage.

VERTICAL FILE

The vertical file is a collection of printed materials not in book form and is housed in filing drawers. Types of materials in the vertical file are: pamphlets, newspaper clippings, magazine clippings, folded maps, small pictures, etc. The usual method is to place all the material on a given subject in a manila folder, putting the name of the subject of the folder on each piece of material in it. You may or may not wish to have a vertical file. If the decision is made to have one, it should be compiled after the books and audiovisual materials have been organized.

YOU'RE ON YOUR OWN!

Once the materials have been organized into a centralized library, one adult should be selected to supervise its administration and growth. Ideally, this would be a full- or part-time elementary school librarian. Short of this goal it should be someone either a teacher, the principal, or a person from the community who can devote a portion of time each day or week to the library on a regular schedule.

Student library assistants may be chosen to help with the library's "housekeeping" - dusting books, shelving books, checking books in and out, etc., thus allowing the adult time to help individual students with reference questions and difficult assignments.

The adult librarian should then, in cooperation with the principal and teachers, organize a schedule for the various classes to come and get books for their recreational reading. This should not be confused with groups of students doing special assignments. The librarian should also have time to consult with teachers about their projected work and assemble the needed materials for them.

Whenever large orders of books and materials are received in the future, the same persons who volunteered to assist in the centralization of materials, should again be contacted to help process the new orders. <u>It is the initial organization of materials for the library that is the difficult period</u>. Once accomplished, it is a relatively easy procedure to process the new materials and administer the library.

A FEW PARTING WORDS

There is no pill for you to take nor is there a book you can read that will transform you into an experienced and competent librarian. You are a lay person trying to do a professional's job. However, with a deductive mind, common sense, and perseverance, you can create a surprisingly good library. Many "lay" people have - to the consternation of "professionals." There are certain fundamentals you should keep in mind:

1) Do not think your school is "different" or that your students are.

2) Do not under-rate primary children. As soon as a child can read, he can use the card catalog and *will* if you let him.

3) Be consistent. This is a cardinal rule of librarianship. Be consistent in your mistakes, for you will make them (and so will the professionals!) Consistent mistakes will be easier for your successor to correct than irratic ones.

4) Never reach the point you scorn advice. Listen to it even if you decide against it. In many aspects of librarianship there are several equally good methods to use. Get all the information you can about them from books and people, then decide which method you think will work best in your situation and then stick to it.

5) Do not think that you are indispensable to your library. It's a gratifying thought but seldom true. Teachers and principals transfer or retire and parents move, have family obligations or become ill. Therefore, to insure that the program will continue

after you have departed, always keep at least one likely successor informed about your program and also keep a "Policy Manual" (a small notebook is sufficient) in which you jot down your decisions, policies, how orders are made, etc. Both of these procedures can be very informal but very appreciated when you leave.

6) Try to conform to other good libraries. A child who really understands the Dewey Decimal System and who finds his way around in your school library can find his way around in the largest library which uses the Dewey system. If the astronomy books are numbered 520 in your library, he knows that they will also be that number in the "big" library, whether it is the high school library, public library, or college library. It is far better not to "simplify" the Dewey system as this practice will only confuse the child when he gets into a large library. In fact, it will be more difficult for you to simplify than to conform because it is a very easy matter today to locate Dewey numbers as they appear in the Children's Catalog, the Wilson "Checklist," the ALA Basic Booklist, and in innumerable publishers' catalogs not to mention the professional classification tools. If you select your new books and materials from the good book selection aids (Children's Catalog, etc.), you can be certain that there will be printed cards available for them thus eliminating the search for numbers and subjects. Also, if you buy the Wilson catalog cards "with subject headings," the Dewey numbers are already on the cards. The truth is this,

you will probably spend more time "simplifying" than you will conforming.

7) Remember, that the library has been organized primarily to serve the students. Once this objective is forgotten, the library will not be functioning at its full capabilities. The teachers will not be your most important patrons; however, without their support and usage your program is lost. Do not become so involved with the bookkeeping and housekeeping aspects of librarianship that you forget the users.

8) A school library is, after all, a place where learning materials are arranged and indexed in an orderly manner. By pooling all the school's instructional materials, everyone has ready access to everything. This in turn cuts down on wasteful duplication of purchases.

Popular terms today are "the instructional materials center" or the "curriculum center." They are, in essence, what a good school library has always been. Many libraries in old buildings are curtailed in their program by their cramped physical quarters. In such cases it is impossible to house all of the library books *plus* the audiovisual reproductions and their equipment, all of the supplementary texts and readers, globes, maps, etc., in tiny library quarters. When this situation exists, the best alternative is to have all of the materials listed in the card catalog regardless of whether they are housed in the library or not. This will allow teachers and students to see at a glance the total resources available and hence give them maximum usage.

9) While it is true that in a sense library materials can be centralized without making a card catalog, this is undesirable for several reasons. All of your science books would be together - your filmstrips together, etc. - yet each object would have to be scanned to see if it contained the needed information whereas a quick glance in the card catalog would show not only how many books there were but their exact location for simply stated, the call number is the address for the book's location.

The smaller the materials collection the more necessary it is that all materials be utilized. Only a school with superfluous amounts of books can afford not to utilize all of them.

If the persons who are initially centralizing the materials are so frightened by the thoughts of having a card catalog and honestly cannot understand the directions given in Douglas and Currie, then it *will* be better to physically place the materials together and not make cards for them. Perhaps in the future someone will appear who will welcome the job. Each school must make its own decision as to whether it will have a card catalog. However, if the inventory cards for Title II of the Elementary and Secondary Education Act were properly made, they can be used in several ways to lessen the burden of making the card catalog.

APPENDIX

SHELVING SPECIFICATIONS*

1. Shelving meets standards for dimensions (see 6 and 7 below), is adjustable, is made of hard wood, and does not have doors.

2. Shelving obtained from manufacturers of standard library equipment is preferable for most areas in the library suite (reading room, conference room, office, and classroom).

3. If shelving with backing is obtained, the books do not have to be removed during the redecoration of the library.

4. Shelving under low windows is desirable only for magazines placed on slanting shelves, for picture books, and for cupboards.

5. Units of double-faced, counter height, movable shelving are desirable as supplemental shelving, particularly for encyclopedias and other reference books.

6. Specifications for regular shelving:

Width of section on centers	3 feet
Depth of shelves	
Standard	8-10 inches
Oversize	10-12 inches
Thickness of shelves	13/16 inch
Height of section	
Base	4-6 inches
Cornice, where used	2 inches
Total height of standard section:	
Elementary school	5-6 feet
Total height of counter section	30-42 inches
Space (in the clear) between shelves	10-10½ inches

(Adjustable feature takes care of oversize books)
No trim on uprights or cornices.

7. Specifications for special shelving:

For current periodicals	
Depth of slanting shelves	16 inches
Depth of shelves, straight across	12 inches
For back issues of periodicals	
Depth of shelves	12-15 inches
For picture books for elementary schools	
Depth of shelves	12 inches
Space (in the clear) between shelves	14-16 inches

¼ inch upright partitions approximately 7-8 inches apart in each section.

For phonograph records

Depth of shelves	16 inches
Space (in the clear) between shelves for average size records	14 inches
Space (in the clear) between shelves for oversize records and transcriptions	18 inches

¼ inch upright removable partitions approximately 2½ inches apart in each section.

All other measurements to correspond to regular shelving.

8. Capacity estimates:

Number of books per three-foot shelf *when full*:

Books of average size	30
Reference books	18
Picture books (with dividers)	60

Total capacity depends on the size of the collections plus anticipated expansion.

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*American Library Association, Standards for School Library Programs, 1960, p. 124-126.

NOTE: A good booklet with clear diagrams of library furniture and with many pictures of elementary libraries is The Primary School Library and Its Services by Mary Peacock Douglas, 1961, UNESCO (New York), $1.70.